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By-Wriston, Barbara

Adult Education in the Art Institute of Chicago.

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ADULT EDUCATION  
in the  
ART INSTITUTE OF CHICAGO

(Revised from an article written by Barbara Wriston, Head, Museum Education  
for the Illinois Sesquicentennial, January, 1969)

Art museums are composed of many parts and have several functions;  
principally the acquisition, conservation, publication and interpretation of  
works of art.

In a large museum there are departments for each of the several  
disciplines, for example: Western European painting, Oriental art, the  
Decorative Arts, Prints and Drawings, as well as departments for conservation,  
education, and other public services.

The Art Institute of Chicago in common with most other American  
museums believes strongly in the role of museum education for adults and  
children, not only for the citizens of Chicago and the State of Illinois, but the  
rest of the country, and indeed the world.

It could be asserted that everything in an art museum has educational  
connotations. Just visiting a museum is an education to many people, or even  
knowing that it exists. To see the various kinds of exhibitions, both in the  
permanent collections and in special loan exhibitions is another form of  
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made up of both professional museum personnel and carefully selected, highly

highly trained volunteer assistants, who work exclusively with the children's program. The education program is divided into two parts, that for adults and for children. During the 1968-1969 season, about 200,000 people benefited directly from our services.

### ADULT PROGRAMS

The adult audience of an institution like the Art Institute of Chicago is extremely varied. It consists of the general public, some of whom wander in from the streets seeking shelter, others seeking intellectual stimulation and others by appointment. In order to serve such a diverse group of people, we have a variety of activities, and we hope that newcomers to the museum will start their study with one of four free weekly public talks held directly in front of a work of art given from October through May, at different hours of the day and early evening to make it simple for as many people as possible to attend. Two talks are given each week from July through September for summer visitors. One difficulty is that audiences are growing so large that few galleries are big enough to hold them; there is the problem of making sure that everyone can hear the speaker and see the work of art. In addition, privacy of those who wish to view works of art by themselves is jeopardized.

To overcome these objections, we give numerous slide lectures in our various auditoriums. We have adult demonstrations by Chicago artists also. Some lectures are given twice during the week at different times, for the convenience of different sections of the public.



A somewhat indirect educational activity which works not only to help visitors, but to educate the professional members of the department are the VIP individuals or groups from all over the world, who come to the Art Institute. Many of these people are professional art historians, artists, administrators and educators from evolving countries and their ideas are well worth hearing, in addition to the information that we are able to give them.

For the past several years, the department has conducted a seminar for the graduate students of nine universities in the midwest area giving a PhD in Art History. Each university is asked to nominate a student who reads a twenty-minute paper at the Art Institute before members of his own, and other departments, the Curators of the Art Institute and the Staff of Museum Education. This gives graduate students a chance to be heard on a stage larger than that of their own universities and it is modelled on the program which has been conducted at the Frick Museum in New York, for about thirty years. Several students have received jobs as a consequence, and the Art Institute hired one of them.

Outside of the museum, members of the department, as well as other staff members of the Art Institute, often serve on juries for art exhibitions in the Chicago area. Some of the staff are painters, sculptors, or photographers, and show in combined or one-man exhibitions. and serving on the juries gives them an opportunity to see what is current in the various parts of the state.

A little known, very important educational service conducted by most of the departments in the museum is the answering of reference questions on the telephone about the program, about exhibitions at the Art Institute, in fact about almost any subject under the sun having any remote connection to art. This is a form of public relations which museums of all kinds, find very important.

Members of the department make two radio tapes each month for the Chicago Board of Education, on knowing the Art Institute. This is of course part of a series in which other museums and educational facilities in the area are involved. In addition, members of the department make frequent appearances on television and radio. Special teachers classes are encouraged; usual fees are waived, as with college and university students.

The qualifications for being a lecturer on a professional level at the Art Institute, include the ability to speak well to different kinds of groups, ranging not only in age, but in degree of education and interests, the ability to read and to speak a foreign language. Other important qualifications are the ability to use judgment in study and research, to become a good photographer, since top quality color slides are a tremendous addition to any program, not only for individual lectures, but for comparisons with the works of art in the Art Institute of Chicago.

The subjects which a successful lecturer should have in his academic background are: Art History, with preferably a speciality in some particular phase; a knowledge of our permanent collection and an interest in the special

material, even though they may have a first-class academic background. Audiences are becoming more sophisticated at one end of the scale, and less sophisticated on the other, so that a great deal of attention has to be given to the type of group with whom one is dealing. It is necessary to keep up with publications in our field, and the Ryerson and Burnham Libraries subscribe to approximately 400 periodicals yearly, all dealing with the arts. In addition, it acquires thousands of new books on fields of particular interest to our staff.

Why do people take museum education jobs instead of teaching in public or private schools where salaries are higher, the academic year shorter, and there is more job security? I think it is because they like to work with original works of art, not from slides or reproductions, and because they enjoy communicating their knowledge and pleasure to the people, old and young, who visit an art museum.

Every year various new experiments are tried. This year, in addition to the adult demonstrations, we are using art films which have definite connection with special exhibitions, or with our own collections.

Any adult interested in learning about the arts may come to any one of the free adult programs. He may also join the museum, which sends him advance notice of all educational events, and special exhibitions, and gives him an opportunity to subscribe to the various courses given on the adult level.



Depending upon the numbers of staff involved and the availability of good illustrative material, the Art Institute usually offers three subscription series each year on a fee basis. All the material is gathered by the speakers themselves. The slides are made, either by the lecturers or by our departmental photographer. To some extent the museum supports the travel as well as the research necessary in libraries in other parts of the country or the world. The staff prepares a new paperback bibliography for each of the series and a copy is given to each subscriber. The purpose of these series is first of all, to see our collections in relation to the art of the world, and secondly, to prepare travellers for journeys and to review and strengthen their impressions upon their return.

In addition, the department arranges lectures and discussions for private, social groups, either from commerce and industry, for convention groups, or from other educational organizations of many different kinds. This service is provided for a modest fee. It must always be remembered that the primary responsibility of an art museum is the care of its works of art, and for this reason, severely handicapped groups, either visually or mentally, are very seldom given an opportunity to visit the museum as a group. After all, the visually handicapped can best become aware of the visual world through words, and can achieve this as well in more private surroundings, and the severely handicapped mentally, can probably get as much from color reproductions, and a more private situation than from a large public institution.

One of the major adult programs concerns the eight Community Associate groups made up of suburban members from Highland Park, Winnetka, Fox Valley, Glen Ellyn-Wheaton, Oak Park-River Forest, the Village, Homewood-Flossmoor, and Barrington. The Art Institute of Chicago membership is the largest of any museum in the USA.

Each of these groups offers a reduced membership fee to the Art Institute, in addition to its own membership, and puts on a number of programs, not only in its own community, but arranges special visits for its members and guests, to the Art Institute. In the beginning these groups had five or six programs a year, emphasizing visits to the Art Institute. As the program developed, however, the individual groups have presented many programs themselves, with the advice and consent of the Department of Museum Education. They have done a considerable amount of work in small study groups, on seminars in preparation for special exhibitions; they have invited members of the Art Institute staff to their own communities for either an individual talk or a series of lectures. They have also supplied books for both public schools and public libraries. They have supported a travel fund for staff members of the Art Institute, and above all, have provided opportunities for the teachers of some of the suburbs to participate in special lectures at the Art Institute.

The Community Associates have provided many of our volunteer lecturers and have, in many cases, gone to graduate school, themselves, in order to prepare further for their work here. In short, these women constitute an

advance guard in the larger community around Chicago in interpreting the program for the Art Institute to a wider public. In addition to supporting programs for teachers and supplying books and slides to the public facilities in their own towns, they have provided the funds for special lectures and visits to the Art Institute for senior citizens. The programs for the teachers are designed for the teachers' stimulation, and to increase their awareness of the fine arts and to inspire interest of students at all levels. The material is not necessarily to be used in the classroom.

Although the Art Institute emphasizes the visual arts of painting, sculpture, drawings and the Decorative Arts, we also present a Members' Film Program which shows the art of the film, not art films per se. Movies are offered Thursday nights from October through May, free to members, and with a small fee for the general public.

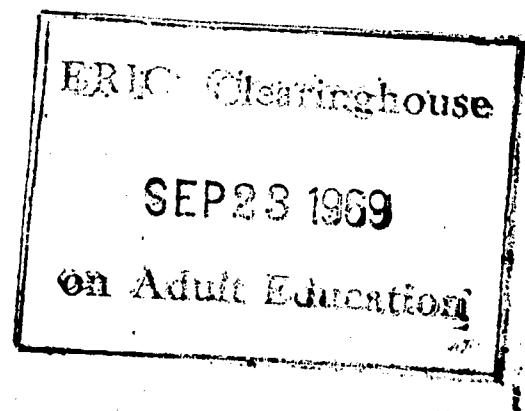
Attendance at important loan exhibitions of which the Art Institute has eight or ten, every year, is boosted and encouraged. To make this possible a great many hours of study in the galleries, in our library and others, as well as travel, are essential for staff members.

This program is sometimes augmented by visiting speakers, either from abroad, or from the United States, who are speaking in connection with a special exhibition, or on a particular subject connected with our collections.

The department also arranges opening lectures for special exhibitions, as with the Rembrandt Tercentenary Symposium this fall. In the past this was

usually an outside speaker, but the number of Art Institute members attending openings has increased so greatly that we have been using new forms of tape recorded lectures prepared and narrated by our own staff, which can run every hour, on the hour, during the days of Members' Openings. These same lectures can be used for special groups, if necessary.

The members of the staff who work with the adult program are involved not only in a considerable amount of study, some original research, the writing of articles or book reviews for various publications, but belong to a variety of professional and learned societies, not only the American Association of Museums, the Midwest Museum Association, but other societies which impinge on their particular interest, for example, the College Art Association, the Society of Architectural Historians, the Furniture History Society, the Victorian Society, the International Committee on Museums, the International Committee on Monuments and Sites, and others. This is not only to keep them alert mentally, but to keep in touch with people in the same fields in other parts of the world. Perhaps the most difficult activity is to do research on living artists for whom biographies have not been prepared and who are not always available for interview.





knowledge, there is only one institute still functioning under this name, in Montreal."<sup>10</sup>

In Trade Unions in Canada after establishing that the "Société Typographique de Québec" was one of the first unions to be organized in our country, H. A. Logan writes: " . . . in order to provoke an awareness for union, education and literature, a library was founded in 1860 which, in the long run, counts more than a thousand books. From time to time, there are conferences."<sup>11</sup>

Later, the Knights of Labour whose first Canadian local was organized in 1881 urged their members' education through discussions and exchange of ideas.<sup>12</sup> And the International Electricians Fraternity "put to use a system of examinations to verify the knowledge and competency of all candidates wishing to enter the union. The Locals' officers were invested with the authority of requiring from any candidate that he makes improving studies."<sup>13</sup>

While inside the Canadian Trades and Labour Congress (organized in 1886) " . . . for many years the workers' education . . . was apparently left to a large extent to the local's initiative," the Canadian and Catholic Confederation of Labour (CCCL) tried to inform the workers of the Church's teachings relating to organized labour:

In Quebec City, Father M. Fortin, first "chaplain" of the CCCL, organized, about 1915, what he called "La Commission des Questions Ouvrières de l'Action Sociale Catholique." In Montreal, Father Ed. Hébert founded, in 1918, with the help of L'Ecole sociale populaire, the renowned Cercle Léon XIII which is considered as the first union study group (cercle d'études syndicales) in the CCCL. In every area of the Province, these examples were imitated and towards 1938 the Fédération des Cercles d'Etudes was formed. This Fédération functioned until 1946 when this organization began to think of more apt education means to meet the new needs of the working class.<sup>14</sup>

One must not forget the Quebec Government's action during these years which the Ryan Report summarizes in the following way:

The Province's Secretariat and the Ministry of Agriculture were the first to initiate direct action in adult education. In 1888, the Secretariat organized night courses for all those who, having left school too early, wished to improve their French and English language. These courses are still taught today [i.e. in 1963] and a complete program of secondary studies (8th, 9th,

<sup>10</sup>Ibid., p.8.

<sup>11</sup>Ibid., p.7.

<sup>12</sup>Ibid., p.7.

<sup>13</sup>Ibid., pp.7-8 Note: there were locals of these unions in Quebec.

<sup>14</sup>Ibid., p.8.



10th, and 11th) has even been added recently. About ten years later, the Secretariat started solfeggio courses . . . In 1929, this program was extended to the entire Province.

At the beginning of the century, the Ministry of Agriculture helped the farmers to increase their technical knowledge so they had a better yield from their lands. Civil servants went all over the Province as "agricultural lecturers" (conférenciers agricoles) before agronomists were named . . . Very early the Ministry financed seasonal courses in agriculture; for example, courses were taught in the old Ecole Supérieure de Sainte-Anne-de-la-Pocatière where, from 1913 to 1958, according to official statistics, 3,720 students registered. The economy and domestic arts Service of this Ministry, intended for the rural female population dates back to 1923.<sup>15</sup>

So, during this nearly hundred-year-long period, Government, main teaching institutions, and public and private associations launched education initiatives independently one from the other, and a long time before the expressions "popular education" and "adult education" were to be known as they are today. They made use of only then known methods: public lectures, courses, and study groups. The most striking fact is perhaps that they reached people in so many fields: agriculture, cooperatives, economy and saving, domestic economy, history of arts, history of Canada, public hygiene, French and English languages, painting, pedagogy, sciences, social, political and economic sciences tourism, and so on. And all this despite the absence of any coordinating organization.

What factors contributed to and explain this development? One could be satisfied with re-reading the Société canadienne d'Enseignement postsecondaire text quoted at the beginning of this paper and two others by C. M. MacInnes and J. J. Tompkins in Learning and Society. It seems better to add a few figures in order to understand the movement's evolution.

Quebec is about one-fifth the surface area of Canada. Its population was only 553,000 in 1830; it increased to 5.2 million in 1961 and is probably more than 6 million today. Let us note also that: " . . . In 1830, after 70 years of British immigration, its English-speaking population was close to 28 percent. It is now slightly above 18 percent."<sup>16</sup>

The first labour unions were organized from 1827 to 1850 in Quebec. In 1839, only 30,000 industrial workers were involved.

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<sup>15</sup> Ibid., pp.2-3.

<sup>16</sup> F. Howard, The Globe & Mail, February 23, 1969.

Toward 1850, Canada entered a period of fast economic progress. Between 1850 and 1860 it built its first national railroads (2,000 miles). With the exception of short economic crises, prosperity continued during the following twenty years. The Canada-U.S.A. Treaty for Reciprocity, the increase of Canadian population, its industrial expansion, its commercial prosperity, and the development of its shipyards show its general economic progress during this period.

However, Canada was still a rural country. Less than 14.3 percent of its 3,500,000 inhabitants "lived in twenty cities having a population of more than 5,000 in 1871." Fifty years later (1921), this proportion was to be about the same: ". . . the census returns for 1921 show that in Canada the six largest towns contained only about one-sixth of the total population, that is 16 2/3 . . ." Comparing it with Australia, C. M. MacInnes wrote: ". . . in Australia, 43 percent of the population live in the six capital cities, 19 percent in the provincial municipalities and remaining 38 percent scattered over the small countryside."<sup>17</sup>

We know that the situation has been changed completely since then. As far as Quebec is concerned, I could not summarize better than to quote from the Parent Commission concerning the "revolution" and its main causes which happened since 1871.

. . . A hundred years ago, on the eve of the Confederation, the economy of the Province was based on agriculture and handicrafts. Farming employed half the working population and small industrial enterprises another 20 percent; the remainder of the labour force was divided between commercial and domestic employment, the liberal professions and a scattering of other occupations . . . At this technological stage, the economy could easily make use of a population with little education, or even one that was illiterate. The 1871 census tells us that in Quebec 40 percent of the men over twenty could neither read nor write. The economic structure of the day required no more, yet this low level of schooling certainly retarded the Province's later development.

In Quebec, the two World Wars stimulated new, industrial developments and accelerated existing ones. This movement has been closely linked both with scientific and technological advances and with social and intellectual ferment. Industrialization, which had begun at the end of the nineteenth century, became more widespread and diversified. Extension of the means of transportation and of hydro-electric power accompanied that of the various industries—textiles, pulp and paper, aluminum, chemical products. Employment increased and became more specialized . . .<sup>18</sup>

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<sup>17</sup> Learning and Society, p.5 and G. Tremblay, Rapport du premier congrès des Relations industrielles de l'Université Laval, 1946, p.12.

<sup>18</sup> Report of the Royal Commission of Inquiry on Education in the Province of Quebec, 1963, Part I., pp.61-62.

. . . In 1871, the Province included only five towns with more than 5,000 inhabitants: Montreal, Quebec, Trois-Rivières, Sorel and Levis. Their aggregate population, 186,000 persons, made up a mere 15 percent of the total population. Montreal, the largest of these cities, then numbered only 107,000 inhabitants. Today, nearly 40 percent of the Province lives in the Montreal area. At least forty cities have over 10,000 inhabitants. This vast flow of population, which the countryside could no longer support, toward the city, has created a social upheaval. In 1871, 77 percent of the population of Quebec was rural and 23 percent urban; in 1961 the proportion was reversed, 75 percent urban and 25 percent rural. Far from slowing down, this movement toward the cities is on the increase. Between 1941 and 1961, the urban population of the Province has doubled, from two to four million. In Quebec today, three persons out of four live in towns and cities.<sup>19</sup>

To summarize then, it would seem that the simultaneous action of all the intervening factors created continually new, changing, but varied and different needs relating to individuals or to society. Additionally, in the absence of any state or private coordinating group entrusted with the responsibility of preparing programs meeting these needs, all the public and private organizations tried to provide, in the best possible way, solutions to the most pressing wants and even to raise the cultural level of the population.

#### 1934-66

During the thirties, at the instigation of voluntary groups, teaching institutions, and Governments, adult education associations kept on developing and multiplying everywhere in Canada, increasing the need for coordination. In 1935, an inquiry by the Director of the Extension Department of the University of Toronto (Dr. Dunlop) came to the conclusion that, the existing programs, instead of being abolished, needed to conform to a given standard, should be rationally coordinated, that is, "united on a base of diversity."<sup>20</sup>

The Canadian Association for Adult Education was founded in the same year and coordinated until 1946, English and French sectors; since then, L'Institut canadien d'Education des Adultes fulfills this function for the French sector in all Canada.

The foundation of these organizations coincided with the creation of the Canadian Broadcasting Corporation (1936), the Canadian Film Institute (1936) and the National Film Board (1939). Henceforth radio, cinema, and later television backed up adult education by placing new media at its disposal.

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<sup>19</sup> Ibid., pp. 65-66.

<sup>20</sup> L'ICEA, brochure, 1965, p. 5.



Among events which helped to give a new dimension to adult education in Quebec, one must name: the foundation of the adult education Service of MacDonald College (1937), the beginning of adult education in the Faculty of Social Sciences of Laval (1938), the formation of the Extension Department of Ottawa University (1952) and international conferences held in Canada one of which being the Second UNESCO World Conference on Adult Education in Montreal (1960).

What about the activity of the coordinating organizations, national agencies, and adult education programs implemented in the province of Quebec during this period?

### *I Coordinating Organizations*

#### 1. The Canadian Association for Adult Education (CAAE).

The CAAE is a national, voluntary, non-profit association whose primary purpose is to promote the idea of adult education in Canada. It has initiated, promoted, and been involved in many important adult education projects such as Citizen's Forum . . . It is financed by federal, and provincial grants, donations, membership fees and projects.

The CAAE's activities can be roughly classed in three areas: professional (direct services to members and to professional adult educators), program (programs it sees are needed by Canadians) and public policy (e.g., briefs to the Royal Commission on Bi-Culturalism and Bi-Lingualism, and on the Status of Women, running two seminars for the Federal Task force on Government Information, etc.)

In the Province of Quebec, the CAAE maintains steady relations (annual meetings, committees, projects) with about thirty organizational members including two school boards (the Protestant School Board of Greater Montreal and Bedford Regional School Board), three universities (MacDonald College, Centre for Continuing Education; Laval University; and University of Montreal), fifteen important business corporations, and eight provincial and local organizations.<sup>21</sup>

#### 2. L'Institut Canadien d'Education des Adultes (ICEA).

The ICEA is not a mass education association but a federation of groups committed to adult education. It is made up of a) affiliated members: national, regional, and local voluntary organizations, most French-Canadian universities, teaching institutions, and cultural services and a certain number of individual members; b) associated members: governmental agencies, commercial, industrial, and financial enterprises; c) donors. Its affiliated members include Canadian and Provincial Labour Congresses, Cooperative Central Councils, Chambers of Commerce. The Association represents some hundred thousand French-speaking members of these organizations.

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<sup>21</sup> CAAE, Annual Report, 1967-68 and ADDENDA, February 1969.

From its beginning, the ICEA always endeavored to promote the concept of adult education, and understanding and cooperation between associations. Its study meetings and annual conventions facilitated ideas and experiment exchanges. It intends to remain "an exchange carrefour and a coordinating organization for French-speaking Canadians." However, according to its recent annual convention reports, it stresses, in the past few years, "study, research and evaluation, in a prospective way, of current adult education problems and situations (information, broadcasting, community development, etc.)."

## *II National Agencies*

### 1. Federal Government Services

Federal Government press and information services and important agencies may participate indirectly in adult education in Canada. The Federal Government's greatest contribution is done through the CBC and the National Film Board.

It would be impossible to include even a summary list of the radio and television CBC French broadcasts devoted to education and culture which are likely to reach adults. Suffice it to name a few series: Radio-Collège, Les Idées en Marche, Le Choc des Idées, Le Réveil Rural, Radio-Parents, Point de Mire, Le Sel de la Semaine, Place Publique et Tirez au Clair—all of which inform the general public on the background, nature, and outcome of the great contemporary phenomena and realities. Some series, prepared and produced by the CBC in collaboration with adult education organizations have been successful for many years throughout French Canada.

The National Film Board, produces and distributes films which help to acquaint various parts of Canada with each other's economic, social, and cultural problems and achievements. Its productions include documentaries, feature stories, cartoons, etc. Its films deal with agriculture, industry, tourism, mental and physical health, and so on. For distribution, the Office cooperates with all national, provincial, and local organizations which make use of the films for educational purposes. The broadcasting of many of its films by the CBC's French and English networks has surely played a valuable role in adult education in all Canadian provinces.

### 2. Voluntary Groups

#### a) Labour Congresses

In the forties, the Labour Movement noticed that sporadic study group meetings could not give the workers the kind of education they really needed, that is, an education which would not only make unions more efficient but would lead also to the material, intellectual, and spiritual liberation of the workers. Then the Congresses began to have recourse to new and more efficient approaches.



In 1945, the Canadian Congress of Labour (CCL) organized a Propaganda and Information Service; two years later, it began to organize summer study sessions and founded a permanent Education Committee. In 1951, the CCL created its Education and Welfare Service which strives, by weekend study sessions, publications and five regional committees, to give a better social, political, and economic education to its leaders.

In 1948, the Canadian and Catholic Confederation of Labour (now the CNTU) set up its Education Service which organized educational committees in its syndicates, regional councils, and professional federations. Thanks to these committees, the union leaders and members study the important labour problems and improve their knowledge. The CNTU also held special regional meetings, intensive study sessions for its leaders and even annual four-week Labour Colleges (Collèges du Travail).

The Canadian Trades and Labour Congress (CTLC) "played a tenacious and honorable role in workers education" (A. E. Hepworth). In 1950, it organized weekend schools and courses for its members, and began to publish documents on the art of public speaking, economic principles, administrative structures, history and legislative problems.

In 1956, the CCL and the CTLC united to form the Canadian Labour Congress (CLC) which amplifies educational programs by its five regional committees, and political and international affairs services.

Finally, in 1963, the CLC and the CNTU organized, in collaboration with the University of Montréal, the Labour College of Canada which, by its annual eight-week sessions, procures a more advanced education for selected labour leaders.

Apart from labour congresses, there are many other national or multi-provincial voluntary groups or associations which contribute to adult education in French Canada. Only long and thorough research could permit one to review accurately the work accomplished during these years by groups like: the Canadian Cooperative Movement, Chambers of Commerce, Boards of Trade, Social Clubs, United Nations Association, Community Planning Association of Canada, Le Mouvement Féminin, Youth Associations (YMCA, YWCA, JOC, etc.)

#### b) Private Services

It would be impossible, without thorough research, to give justice to private services, that is, autonomous non-profit organizations like: Canadian Citizenship Council, Institute of Public Affairs, Canadian Film Institute, Canadian Welfare Council, Canadian Red Cross, and so on.

### III Adult Education Inside Quebec

The Province of Quebec never lets coordinating organizations and national agencies alone care about adult education for French-speaking Canadians. The situation described in 1952 by La Société canadienne d'Enseignement postsecondaire and in 1963 by the Ryan Report show that, during this period, teaching institutions, voluntary groups, and government continued to increase means of education for adults.

#### 1. The Teaching Institutions

In 1938, Laval University instituted annual summer courses. By hundreds, students registered for theology, philosophy, French, English, Spanish, Portuguese languages, pedagogy, orientation and natural sciences courses. Most of them gave access to university diplomas.

Its Centre de Culture populaire, connected to the Faculty of Social Sciences, groups technical services and a research center. It has at its disposal a team of technical advisors in economy, sociology, labor relations, leisure, folklore, team work, written and visual advertisement and drama. It organizes night and correspondence courses, study sessions, and summer radio courses. It has its information center, lending library, publishing services, experimental center (Camp Laquémac), clubs and uses all kinds of films.<sup>22</sup>

Other courses were organized by Laval's Faculties of Commerce (Ecole de Commerce), Theology, and L'Ecole Supérieure des Pêcheries.

At the University of Montreal, courses continued to be given by the Faculties of Philosophy, Social Sciences, Commerce (Hautes Etudes Commerciales), L'Institut agricole, Theology, Arts, and Law.

McGill University offered night courses. MacDonald College Adult Education Service presented a large program of radio courses, study groups, etc., to English-speaking people of the Province. The Adult Education Service of McGill University and Laval's Centre d'Education populaire organized jointly, under the name of "Camp Laquémac," study sessions for adult education staff members (cadres) of all Canada.

In the sixties, the Commission des Ecoles catholiques de Montréal founded its Adult Education Service. In 1963, the Ryan Report pointed out that:

Teaching institutions interested in adult social, artistic, intellectual, and spiritual formation are universities and classical colleges. Montreal, Laval, Sherbrooke, McGill, and Sir George Williams give a series for the general public. Some classical

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<sup>22</sup>L'Education des Adultes au Canada, p.35.

colleges offer similar opportunities to adults: Sainte-Thérèse, Joliette, Chicoutimi, Jonquière, Rimouski, Sainte-Marie, etc.<sup>23</sup>

## 2. Voluntary Groups

In its 1952 brochure, La Société canadienne d'Enseignement post-scolaire mentions the work done by many voluntary groups. L'Union catholique des Cultivateurs informs its thousands of members, by radio, prints, and intensive study sessions, about political, civic, and cultural problems. Le Centre des Jeunes Naturalistes (founded in 1931) initiates its members to natural sciences; it is "well known in France, India, and all Canada." Artistic movements (Les Amis de l'Art, les Jeunesses Musicales, L'Ordre de Bon Temps and many non-profit theater troupes) develop a taste in arts. The Ligue Ouvrière Catholique applies itself to the social promotion of workers families by courses about orientation, cooperative education, family life, and public interest problems. The Ryan Report adds a few other names: the employers associations, cooperatives of all kinds, Saint-Jean-Baptiste, Unions de Familles, Parents and Teachers associations, etc. which all tried to reach the general public by courses, meetings, prints, radio and television.

There are also agencies created specifically for adult general formation: community schools (écoles communautaires) of Mississiquoi, Magog, Stanstead, etc.; the Arts Centers (Centres d'Art) of Trois-Rivières, Chicoutimi, etc.; the Thomas More Institute, the Gesù, the Association Adult Education of Joliette, etc.<sup>24</sup>

According to the Ryan Report, the number of adults reached by voluntary groups cannot be estimated. However, it mentions the following figures:

McGill University (cultural courses):	9,000 people
Macdonald College:	1,000 people
Sir George Williams:	8,500 students
Cours de préparation au mariage:	10,000 couples
Gesù (general formation):	2,000 people
Thomas More Institute	1,000 students
and, at last, the hundred thousand members of professional associations and cooperatives. <sup>25</sup>	

## 3. Quebec's Government

The following extract from the Ryan Report summarizes briefly Quebec's Government activities in these years:

One of the principal agencies which most contributed to adult education is surely the Service de l'Aide à la Jeunesse founded in 1931 . . . It was organized to administer the federal-provincial agreement about vocational training (formation

<sup>23</sup> Ryan Report, p.60.

<sup>24</sup> Ryan Report, p.60.

<sup>25</sup> Ibid, pp.3-5.



professionnelle) intended for fighting unemployment in the thirties . . . In 1941, the Service de l'Aide à la Jeunesse began to give subventions to voluntary groups organizing sessions for their "militants", particularly in agriculture, cooperation, leisure organizations and physical education. It was then given the responsibility of administrating the "Service of Scholarships for Students" . . . Later, it assumed the direction of solfeggio courses . . . Service of Labour Rationalization (1943), correspondance courses (1946) and rehabilitation of physically handicapped (1956) . . .

The development and growth of adult education achievements and the formation of coordinating organizations could have given rise to a great revival. On the contrary, despite widespread efforts in all areas, things were far from being what they should have been. At the end of the fifties, individuals and organizations persistently asked that the Government enact radical reforms in the educational system.

The Quebec Government complied at last with these requests when, in February 1961, it entrusted a commission to investigate impartially and completely the Province's teaching institutions.

Eventually the Government formed specialized commissions around agricultural teaching, technical and professional teaching, the teaching of architecture, leisure organizations, physical education and sports, and adult education. This last commission's mandate was to:

- 1) make a "relevé" (list) of work done by public and private agencies;
- 2) find and classify needs;
- 3) prepare an outline of future Government policy;
- 4) describe the structure of future Government adult education agencies.

The Ryan Report and some documents show clearly adult education deficiencies in the Province during these years. Here is, for example, what the ICEA's secretary said, in June 1966, when opening the annual convention of this organization:

The time before 1960 was the heroic era when, for fifteen years, a small group of individuals succeeded, on a shoestring and by dint of courage and perseverance, to hold on to and disseminate the notion of adult education.

In 1960, came a critical period . . . when all would have fallen down if a two-voice majority had not decided to keep ICEA alive at all costs.

As its work progressed, as adult education needs extended and became more and more precise, as the irreversible movement toward economic and social development increased, L'Institut claimed loudly that not only voluntary groups and institutions but also the State should take greater responsibilities in adult education.<sup>26</sup>

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<sup>26</sup> ICEA, "Quelles sont nos responsabilités on éducation des adultes?" 9-10 juin 1966, p.5

When the Ryan Commission submitted its Report to the Ministry of Education in February 1946, it summarized the situation in the following terms:

For a few years, adult education has unquestionably become a requirement as primary as school formation itself. Both formations are the two poles of a complete educational system to such a degree that today one speaks of permanent education . . . This is the reason why an educational reform such as Quebec's one must take into account the new dimension of man's formation . . .

Nearly all Western countries have today a state adult education service. In Canada, all provincial governments give attention to popular culture. In most cases, these services come under the authority of the Ministry of Education (British Columbia, Ontario, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, and Saskatchewan); in other provinces (Alberta, Quebec) under the jurisdictions of many Ministries, while in Manitoba the provincial University handles it . . .

In the changing society of Quebec, the information, formation, adjustment and improvement needs are always increasing in all fields. The efficient pursuit of such varied and vital objectives requires the collaboration of many agencies, high-quality mechanisms and assets which private agencies on their own cannot guarantee.

The adult education management (cadres) of private agencies are far from sufficient and often have no specialized formation. Equipment is often lacking and methods of dissemination are not sufficiently adapted to present needs. We must face a serious problem of social participation. More and more people should be members of one or more associations in order to perform their function efficiently, to have their rights protected, or simply to use their leisure time profitably. But they are less and less active in these groups.<sup>27</sup>

The Ryan Report contains 93 recommendations relating to all aspects of adult education in Quebec. In April 1966, when the Government created the "Direction générale de l'Education permanente," it followed up to the first recommendation of this Report relating to the Government's action in adult education: " . . . That the Government plays its role of adult education promoter in collaboration with private associations and teaching institutions but respecting the liberty of individuals and groups . . . " (p. 125).

For the first time, a Quebec Government decided to establish a direct and indirect policy related to new needs and developments.

#### *1966-Present*

Four months later, in June 1966, ICEA's secretary wrote that adult education in Quebec had just entered in a new and different era in which

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<sup>27</sup> Ryan Report, pp.12, 13.



the creation of the Direction générale de l'éducation permanente is the most significant fact." She outlined increasing interest of school boards in organizing adult education services, similar trends in some classical colleges, lasting achievements in certain excellent independent schools, universities, and future institute projects . . . contributions of some Ministries, governmental and para-governmental agencies, the conversion, in September 1966, of Memramcook College to a specialized adult education center . . . the actual interest of Federal Government, and so on.

*La Direction generale de l'Education permanente*

Since its formation the Direction générale de l'Education permanente has initiated three important projects named "Opération Départ," TEVEC, and SESAME, the results of which are still to come.

a) Opération Départ

Initiated in January 1967, this project aims at: i) finding all adult education achievements in the Province; ii) discovering and estimating population needs; iii) knowing available resources.

Government and association representatives are members of a commission of inquiry which, on the one hand, has to know about the responsibilities the Province should assume and, on the other hand, encourages the population to participate in studying and providing itself with a new education system.

For this Opération, the Ministry of Education calls on regional school boards and sets up regional inquiry committees having the responsibility of preparing a development plan of education permanente in accordance with the region's needs and resources.

b) TEVEC

Set up also in 1967, TEVEC intends to prove "not that television can be used for educational purposes, but that it can be helpful in solving a given problem."

In the Saguanay-Lac-Saint-Jean region, some 30,000 out of a 270,000 population accepted the challenge proposed to them by the Government, i.e., to try, through TV lessons, to be taken from Grade 4 to Grade 9.

Although the experiment results will not be known for some time, Joffre Dumazedier, a great humanist and sociologist, finds the program already valuable:

These people learnt to use electronic machines; their living-room and kitchen are their schools; they practice family school; they use perforated cards instead of copybooks, a television set instead of a teacher. Their relation--a new relation--is not a student-teacher relation but a student-machine one.

The percentage of successes or setbacks is much less important than the new participating aptitude this population has acquired: participation to regional development, aptitude to travel more easily toward another district if necessary, development of a critical attitude toward policies which will be proposed to them in the future. This is the important thing for post-industrial Quebec progress. TEVEC is an embryonic model of education permanente.<sup>28</sup>

c) SESAME

Organized in January 1968, this project intends to renovate adult education concepts. In the opinion of the Directeur général de l'Education permanente:

SESAME will not only help little-educated people (travailleurs peu scolarisés) to face the exigencies of the labour market, but it also aims at facilitating their adaptation to a continuously changing world. Its pedagogic action will operate in a socio-cultural context and help the workers to free themselves from a too limited because too specialized universe. We will therefore act (notre action va donc se situer) on the level of teacher training, methodology, instrumentation and "l'encadrement" of masters on duty (maîtres en exercice).<sup>29</sup>

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<sup>28</sup> Le Devoir, March 8, 1969.

<sup>29</sup> Lettre de F. Jolicoeur, Directeur général de l'Education permanente, Ministère de l'Education, January 12, 1968.

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